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ABSTRACT

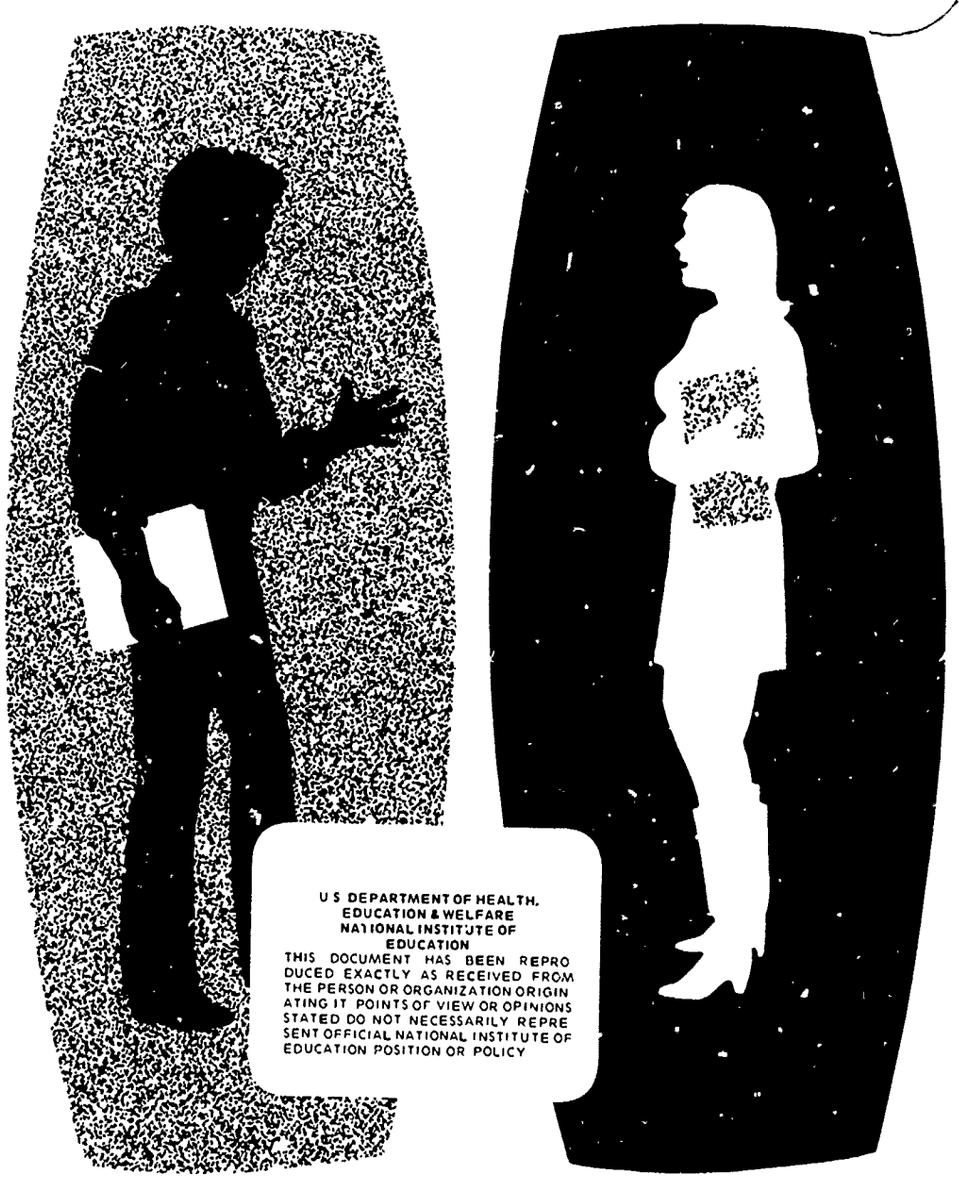
This is the third of a three-part study investigating the plans and expectations of seniors at the State University of New York-Buffalo. Two hundred students were sent Senior Survey Questionnaire III in spring 1971. A sample of 83 seniors completed the questionnaire. Results indicated change in the sample's educational, curricular and career plans. Forty percent raised their educational aspirations between freshman and senior years while 45% did not change. About half changed their choice of major field sometime during their college career. Also about half changed their vocational choice since they began. (MJM)

STATE UNIVERSITY OF NEW YORK · BUFFALO

71 SENIOR SURVEY

Part III: Plans and Expectations

UNIVERSITY RESEARCH



A BIOGRAPHY OF A CLASS STUDY

71 SENIOR SURVEY

Part III: Plans and Expectations

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Student Testing and Research
Division of Student Affairs and Services
State University of New York at Buffalo

February 1973

FOREWORD

The Student Testing and Research Center, of the Division of Student Affairs and Services, conducts research projects to examine characteristics of SUNY/B students. The reports of these projects are made available to the University's faculty, staff, administration, and students.

The first senior class survey was prepared and conducted during 1968–69, and the resulting report is titled *69 Senior Survey*. In that and subsequent senior survey studies, seniors who matriculated as freshmen at SUNY/B four years earlier are called Continuers. In 1969, Continuers were compared with a group which consisted of: 1969 seniors who had not been 1965 SUNY/B freshmen and 1965 SUNY/B freshmen who were not 1969 SUNY/B seniors. The 1970 Continuers were compared with other 1970 seniors, who had either transferred in or who had been SUNY/B students for more than four years.

In 1971 the Senior Survey questionnaire was split into three separate questionnaires to reduce its length. The three cover the following topics: College Experiences and Activities, Experiences at SUNY/B, and Plans and Expectations. In each report, Continuers' responses are compared with those of seniors who either matriculated elsewhere or matriculated at SUNY/B prior to 1967. Also, men's and women's responses are compared.

The following report, subtitled *Plans and Expectations*, is the third of three *71 Senior Survey* reports.

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CHAPTER I

METHOD

The population from which the sample was drawn were SUNY/B seniors who indicated on their most recent registration materials that they expected to graduate in spring 1971. This population numbered 1715.

Total Sample

The Total Sample consisted of those students who were to be sent a 1971 Senior Survey questionnaire. This sample numbered 600 seniors who reported at their last registration that they expected to graduate in spring 1971.

Although no generalizations based on Faculty membership were to be made in this study, it was deemed desirable to assure that both men and women in each Faculty[1] were represented. To this end, it was decided to have the Total Sample include at least 15 students from each sex-Faculty cell. The number of students to be selected in each cell was decided by inspection of the cell frequencies in the population.[2] The cell sizes in the population ranged from 30 to 609. The satisfaction of both criteria -- the sample would (a) total 600 and (b) include at least 15 students from each sex-Faculty cell -- resulted in unequal proportions being sampled (randomly) from each cell.

Population and sample sizes are presented in Table 1.1. The smallest percentages (23% of each sex) came from Social Sciences, the Faculty with the largest enrollment in the population. At the other extreme, 62% of the women in Educational Studies were sampled.

The questionnaires, a cover letter requesting participation, and a stamped, return envelope were sent to the Total Sample's local addresses during the last week in April, 1971. About 10 days later, a follow-up letter was sent to those who had not yet returned the questionnaire. Nineteen questionnaires or follow-up letters, constituting 3% of the Total Sample, were undeliverable because of faulty addresses which could not be corrected.

After the questionnaires were mailed, an error in the sampling process was discovered. This error resulted in the inclusion of 44 Millard Fillmore College (MFC) seniors. It was decided that these students were sufficiently different from full-time undergraduates to exclude them from the data analysis.

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[1] SUNY/B's six undergraduate Faculties are: Arts and Letters, Educational Studies, Engineering and Applied Sciences, Health Sciences, Natural Sciences and Mathematics, and Social Sciences and Administration.

[2] Only two female Engineering students were in the population, therefore the Engineering sample was selected from the senior population of both sexes in that Faculty.

Table 1.1: POPULATION AND TOTAL SAMPLE, BY FACULTY AND SEX

FACULTY	Population Mn	Wn	T.	Total Sample[a] Mn	(%)	Wn	(%)	T	(%)
Arts and Letters	121	171	292	66	(55)	86	(50)	152	(52)
Educational Studies	36	50	86	21	(58)	31	(62)	52	(60)
Engineering and Applied Sciences	159	2	161	66	(42)	0	(-)	66	(41)
Health Sciences	30	110	140	16	(53)	46	(42)	62	(44)
Natural Sciences and Mathematics	114	45	159	46	(40)	21	(47)	67	(42)
Social Sciences and Administration	609	268	877	140	(23)	61	(23)	201	(23)
TOTAL	1069	646	1715	355	(33)	245	(38)	600	(35)

[a]Percent is the ratio of sample size to population size in each cell, e.g., 55% of the men in Arts and Letters were sampled.

Sample III

Previous Senior Survey questionnaires covered three general areas: College Experiences and Activities, Experiences at SUNY/B, and Plans and Expectations. The earlier questionnaires had proved rather lengthy, therefore it was decided to administer three separate questionnaires, each covering one of the three areas, in 1971. The total sample of 600 students was divided equally within each cell into three sub-samples. Each sub-sample, comprising 200 students, was sent one of the three 1971 Senior Survey questionnaires. The 200 seniors who were sent Questionnaire III, *Plans and Expectations*, are called Sample III.

Study Sample III

Of the students in Sample III, 95 completed and returned the questionnaire. Twelve of these were MFC students, and their questionnaires were excluded from analysis. Among the 83 respondents who returned usable questionnaires, 12 students indicated that they did not expect to be graduated in May. It was decided that they were sufficiently similar to graduating seniors to be included in a single sample which would then be considered simply seniors rather than graduating seniors. They are called Study Sample III and comprise 42% of Sample III. In Table 1.2 are presented the number of students in each sex-Faculty cell in the Total Sample, in Sample III, and in Study Sample III.

Table 1.2: TOTAL SAMPLE, SAMPLE III, AND STUDY SAMPLE III, BY FACULTY AND SEX

FACULTY	Total Sample[a]			Sample III[b]			Study Sample III[c]		
	Mn	Wn	T	Mn	Wn	T	Mn (%)	Wn (%)	T (%)
Arts and Letters	66	86	152	22	28	50	7 (32)	14 (50)	21 (42)
Educational Studies	21	31	52	7	11	18	1 (14)	8 (73)	9 (50)
Engineering and Applied Sciences	66	0	66	22	0	22	9 (41)	0 (-)	9 (41)
Health Sciences	16	46	62	5	15	20	2 (40)	8 (53)	10 (50)
Natural Sciences and Mathematics	46	21	67	16	7	23	7 (44)	4 (57)	11 (48)
Social Sciences and Administration	140	61	201	47	20	67	13 (28)	10 (50)	23 (34)
TOTAL	355	245	600	119	81	200	39 (33)	44 (54)	83 (42)

[a]Total Sample consists of all students who were sent questionnaires. Includes 44 MFC students.

[b]Sample III consists of students who were sent Questionnaire III. It is not known how many of these are MFC students.

[c]Study Sample III consists of those students in Sample III who returned usable questionnaires. Percent is the ratio of students in Study Sample III to Sample III in each cell, e.g., 32% of the men in Arts and Letters who were in Sample III returned usable questionnaires.

Representativeness

The proportions of students sampled from each sex-Faculty cell were unequal. As a result, smaller Faculties were generally over-represented in the Total Sample (and, thus, in each of the three sub-samples), and larger Faculties were underrepresented. An examination of Study Sample III in terms of its proportional representation is therefore unfeasible. It is, however, possible to examine the relative consistency of representation in each Faculty and sex. These figures are presented in Table 1.3. Both Arts and Letters and Educational Studies are overrepresented in Study Sample III. Their percentages are 25% and 11%, respectively, in Study Sample III, but only 17% and 5%, respectively, in the population. Social Sciences, on the other hand, is underrepresented, being 28% of Study Sample III but 51% of the population. The respective percentages for the remaining Faculties are no more than 4% discrepant.

Criterion Groups

Responses were analyzed on two dimensions: (a) men and women, and (b) two defined groups, Continuers and Seniors. *A Continuer* is a respondent who matriculated at SUNY/B as a freshman and who completed a four-year program within four years or a five-year program within five years. A *Senior* either transferred to SUNY/B after beginning college at another institution or began at SUNY/B prior to 1967. (Five-year Continuers are an exception to the latter rule.) Senior written with an upper case S always refers to the latter criterion group. The frequencies in each group and sex are presented in Table 1.4.

Presentation of Data

Tables are included to provide information additional to that in the text. Data are presented in tables in one of three ways: frequencies, percentages, or means and standard deviations. In tables with mutually exclusive entries, percentages which do not add to 100 are due to rounding error. The tables report the method of comparison employed and any significant differences. The significance level of all statistical tests was .05.

The following symbols and abbreviations are used in the tables:

C Continuers
S Seniors

Mn Men
Wn Women

T Total
N Number of cases

M Mean
SD Standard Deviation

Significant differences are noted in the body of a table, and the values of these statistics are reported in table footnotes.

Table 1.3: SAMPLE III, STUDY SAMPLE III, AND POPULATION: PERCENT IN EACH SEX-FACULTY CELL

FACULTY	Sample III			Study Sample III			Population		
	Mn	Wn	T	Mn	Wn	T	Mn	Wn	T
Arts and Letters	11%	14%	25%	8%	17%	25%	7%	10%	17%
Educational Studies	4	6	9	1	10	11	2	3	5
Engineering and Applied Sciences	11	-	11	11	-	11	9	<1	9
Health Sciences	3	8	10	2	10	12	2	6	8
Natural Sciences and Mathematics	8	4	12	8	5	13	7	3	9
Social Sciences and Administration	24	10	34	16	12	28	36	16	51
TOTAL	60%	40%		47%	53%		62%	38%	
N		*(200)*			*(83)*			*(1715)*	

Note.--Percents are based on the total *N* for each sample or population group, e.g., 11% of Sample III were men in Arts and Letters.

Data Analysis

Comparisons between groups and between sexes were made in one of three ways. For items yielding categorical responses (e.g., age), the chi-square value was calculated to determine whether or not response frequencies were independent of sex or group membership.

Items that were answered in terms of a continuum (e.g., the relative importance of a job characteristic) were analyzed by *t* tests to determine statistical differences between the mean responses of the groups and sexes.

In cases where statistical operations were not feasible, response frequencies are reported in terms of percentages, based on the number of respondents who answered that particular question.

The method of analysis and statistically significant differences are reported in both the text and tables. If neither chi-square nor *t* is mentioned, no statistical analysis was undertaken. In the text, when statistical tests were performed, appropriate differences are termed "significant." Where statistical analysis was not undertaken, apparent differences are termed "notable" or "noticeable."

Table 1.4: NUMBER AND PERCENT OF RESPONDENTS IN STUDY SAMPLE III, BY GROUP AND SEX

	Men	(%)	Women	(%)	*TOTAL*	*(%)*
Continuers	21	(25)	27	(33)	*48*	*(58)*
Seniors	18	(22)	17	(20)	*35*	*(42)*
TOTAL	*39*	*(47)*	*44*	*(53)*	*83*	*(100)*

Note.--Percents are based on total *N* in Study Sample III.

Questionnaire III

The questions unique to Questionnaire III are concerned with seniors' plans and expectations after graduation. Descriptive items, e.g., age and residence, are common to all three questionnaires. All of the questionnaires were designed to reveal differences as well as similarities between 1971 SUNY/B seniors who persisted at SUNY/B for four years and those who transferred into SUNY/B or interrupted or lengthened their undergraduate years at SUNY/B.

Virtually all questions were objective. The vast majority of these required multiple-choice answers; a few were a check-list or write-in type.

The Report

The following is a report of the analysis of usable responses to Questionnaire III. Reference therein to "respondents," "students," "seniors," or "the sample" is to Study Sample III.

CHAPTER II

WHO THEY ARE

Student Classification, Registration

By definition, all Continuers entered SUNY/B as freshmen. Moreover, all the Continuers in Study Sample III entered through University College. Not quite a third of the Seniors entered as freshmen: 26% through University College and 6% through Millard Fillmore College. The remaining 69% of the Seniors were transfer students.

It was not feasible to analyze statistically the exact student classification of the groups or of the sexes. There were, however, noticeable differences among these sub-groups. All of the Continuers expected to graduate in 1971: 94% in spring and 6% in summer. Only 74% of the Seniors, in contrast, expected to graduate in spring 1971, and 6%, in summer. Twenty percent of the Seniors had other graduation plans, which they were asked to specify. Most of the latter expected to finish sometime in 1972.

Women and men also showed differences in their graduation plans. Nearly all the women expected to graduate in spring 1971 (93%) or summer (5%). Proportionally fewer men had 1971 plans: 77% expected to graduate in spring, and 8%, in summer. Fifteen percent of the men and 2% of the women had other plans.

A large majority of Continuers (89%) matriculated at SUNY/B in September 1967 (Table 2.1,. Four percent entered one year earlier, and the latest entrant did so in September 1968. Seniors most frequently matriculated in the fall of 1967 (20%), 1968 (20%), or 1969 (20%). Nine percent of the Seniors first registered prior to 1965. No one in Study Sample III entered after September 1969.

All but 3% of Study Sample III had most recently registered in January 1971; 2% were already registered for summer, and 1% had last registered the previous fall.

Nearly two-thirds of the sample (64%) attended at least one summer session at SUNY/B. Nearly half of these (30% of the sample) did so only once. No once attended during more than three summers.

Three questions were asked of those respondents who had, at any time, registered for fewer than twelve credit hours after their first registration at SUNY/B. Eighteen percent responded to these three questions. Of these, slightly more than half had been less than full-time for only one semester, and about two-thirds attended SUNY/B part-time during the semesters they were not full-time. Reasons given most frequently for not attending full-time were: family involvements, or needing fewer than 12 hours to graduate.

Table 2.1: DATE OF FIRST REGISTRATION AT SUNY/B

DATE	C	S	T
Prior to 1965	-	9%	4%
January 1966	-	3	1
Septe[illegible] 1966	4%	3	4
Janu[illegible]	-	3	1
Summ[illegible] 196[illegible]	2	3	2
September 1967	89	20	60
January 1968	-	3	1
Summer 1968	2	6	4
September 1968	2	20	10
January 1969	-	3	1
Summer 1969	-	9	4
September 1969	-	20	9
N	*(47)*	*(35)*	*(82)*

Transfer Students

Sixty-nine percent of the Seniors transferred into SUNY/B. By definition, no Continuers had transferred. Transfers completed between 10 and 90 credit hours at previous institutions. Nearly a fifth completed about one year (i.e., 30-35 credit hours) and another fifth, about two years (60-65 hours) before transferring. Most (80%) attended only one other institution; this was most likely to be a community college (attended by 28% of the transfers). Smaller percentages attended other types of institutions. Transfer students comprise 29% of Study Sample III.

Sex, Age, Marital Status

Study Sample III contained similar proportions of women (53%) and men (47%). More than half were Continuers (58%), and fewer than half, Seniors (42%).

Continuers were noticeably younger than Seniors were. When they completed the questionnaire, nearly all Continuers (98%) were between 20 and 22, and the remaining 2% were 23-25. In contrast, 57% of the Seniors were 20-22, 17% were 23-25, and 26% were older than 25.

A chi-square test revealed a significant difference in the groups' marital statuses. The difference was most evident in the percentages already married (10% of the Continuers, 29% of the Seniors) and engaged to marry (23% of the Continuers, 6% of the Seniors). Similar percentages in each group (about 65%) had never married and were not currently engaged. One respondent was separated.

Residence

Respondents reported the type of residence they had each year at SUNY/B. Of those who were freshmen at SUNY/B, 90% lived either in campus housing (a dorm or Allenhurst) (41%) or with their parents (49%). Both of these percentages decreased steadily each year; during their senior year, 11% lived in campus housing and 35%, with their parents. Each year, women were somewhat more likely than men were to live in campus housing. The percentage sharing an apartment or house with other students increased from 2% of the freshmen to 32% of the seniors.

Students were asked which, of the residences they experienced, they liked most and which, least. They also provided written reasons for their preferences. Their responses were recorded if (a) they experienced more than one type of residence or (b) they experienced only one, but explained why they liked or disliked it.

Forty-three respondents reported a residence which they liked most. Of these, more than half preferred living with other students in an apartment or house. Privacy and independence were the reasons given most often for this preference. Students also liked apartment living because they could choose their roommates. Other residences listed were preferred by relatively small percentages of students.

Thirty-seven respondents gave a residence they liked least. Campus housing was the least popular with half of these. Most of the reasons given for disliking this type of residence referred to noise, overcrowding, and lack of privacy. Eight students least liked living with their parents. Some of their reasons were similar to the reasons for disliking campus housing, e.g., noise and other distractions. Others felt that the distance from school was a liability.

CHAPTER III

EDUCATIONAL, CURRICULAR, AND CAREER PLANS

Educational, curricular, and career plans were reported by the respondents. In each of these areas, students reported both their freshman and senior year plans, and they answered questions about their decisions.

Educational Plans

When they entered college (either SUNY/B or elsewhere), half the sample (51%) expected to attain at most a baccalaureate degree. Fewer than a fifth expected a masters degree (18%) or doctorate (17%). Eight percent expected an MD or DDS, and 1%, a law degree. Four percent chose the option of "other," which they were asked to specify. The "others" said they did not know or did not remember their freshman plans. One respondent had expected no degree.

The distribution of educational aspirations shifted upward between their freshman and senior years. This change was most evident in baccalaureate and masters plans. The percentage expecting at most a baccalaureate dropped from 51% as freshmen to 18% as seniors, while the percentage expecting at most a masters increased from 18% to 48%. Changes in the other categories were less than 5%. Aspirants to a medical or dental degree decreased to 4%; to a law degree, increased to 5%; and to a doctorate, increased to 19%. Six percent were undecided about the highest degree they would attain.

For further analysis, degree plans were divided into four levels: undecided, none, or other; baccalaureate; masters; and post-masters (doctorate, MD/DDS, or law degree), and the initial and current degree aspirations of each student were compared in terms of these four levels. Respondents were nearly equally divided between the percentages who raised their aspirations (40%) and who did not change (45%). Only 16% lowered their aspirations.

Chi-square analyses revealed that the groups and sexes did not differ significantly from each other in their initial or current plans or in their changes in degree aspirations.

In addition to their degree aspirations, students were asked about their plans for higher education beyond the baccalaureate degree. Although 18% stated that they expected at most a bachelors degree, only 7% reported that they planned no further formal education. Nineteen percent said they were currently undecided; 4% planned to take courses relevant to their career, but did not know whether or not they would pursue an advanced degree; and 2% planned to take courses for their personal (not career) interest only, without plans for an advanced degree.

Although 76% aspired to a graduate or professional degree, only 67% said that their post-baccalaureate plans were to pursue an advanced degree, either part-time (24%) or full-time (43%).

Those students who planned to pursue an advanced degree were asked additional questions about their plans. Two-thirds of them planned to begin work toward the degree within one year after receiving the baccalaureate. About a fourth (24%) expected to begin later than that, and 9% were undecided. Forty percent did not know what institution they would attend for their advanced degree, 28% said they would attend SUNY/B, and 33% said they would not attend SUNY/B. Thirty-eight percent expected to attain their highest degree in one or two years after beginning, 43% expected to spend three or four years in this pursuit, and 5% expected to take five or more years. Fourteen percent did not know how long it would take them to reach their degree goal.

Some of the students who would pursue an advanced degree still had important decisions to make. Only 9% did not know when they would begin, and 14%, how long it would take them. A large percentage (40%), however, did not know where they would attend.

Major Field

Most of the respondents (82%) said they had chosen a major when they entered college. The major fields chosen at that time were fairly evenly divided among five of the six undergraduate Faculties: Natural Sciences and Administration (17%), Engineering and Applied Sciences (16%), Arts and Letters (14%), Social Sciences and Administration (14%), and Health Sciences (12%). Educational Studies initially attracted only 4% of Study Sample III. Five percent chose a double, special, or other major. As entering freshmen, 18% of these students were undecided about their major.

Statistical analysis of the initial choices was not feasible. However, some of the Faculties revealed noticeable differences in the percentages of Continuers and Seniors or men and women which they contained. Arts and Letters attracted many more Seniors (23%) than Continuers (8%). The opposite was true of Health Sciences, which had more Continuers (19%) than Seniors (9%), and Natural Sciences, with 23% of the Continuers but 9% of the Seniors. The Faculties which differed most noticeably in terms of sex composition were: Engineering and Applied Sciences, with 31% of the men and 2% of the women, and Health Sciences, with 20% of the women and 3% of the men. The frequency of choice in each department is reported in Table A.1 in the Appendix.

Six reasons for which one might choose a major were listed on the questionnaire. Respondents were to choose the one option which best described their primary reason for choosing their initial major. An option of "other" was included, which they were asked to specify.

The majority of the sample (61%) chose their first major because they were interested in the area. Seventeen percent said their first choice was relevant to their career plans. Fewer than 5% chose any of the remaining specific responses, i.e.: courses in that area had been easy in high school (4%), their parents encouraged them to pick that major (2%), or they wanted an intellectual challenge (1%). No one chose a major because they had friends who were majoring in it. Fifteen percent chose the "other" option; the majority of these involved a combination of the listed options.

About half the respondents changed their major after making an initial choice. Changers tended to move to a new Faculty as well as a new department; 51% changed departments, while 42% changed Faculties. Most changers (33% of the sample) did so only once. The highest frequency of change was three or four times, reported by 7% of the sample.

Students who changed their major were asked to pick, from a list of seven options, the one which best described their primary reason for changing. A third of the changers (34%) changed primarily because their initial choice was not as interesting as they had expected. Sixteen percent became interested in their current choice through a course in that department. Eleven percent said the work in their first major was too difficult and another 11%, that their current major is more useful to their career plans. Five percent wanted a greater intellectual challenge. Only 3% changed because friends urged them to. No one changed primarily due to advice from their University College or department adviser. A fifth (21%) of the changers gave other, unlisted reasons for changing. Half of these consisted of a combination of the reasons listed. Examples of the others were: boredom, health and money.

Six respondents (7% of Study Sample III) who were initially undecided about a major field failed to report their current major. Discussion of current majors is therefore based on the remaining 93% of the sample.

About a fourth of the respondents (26%) currently had majors in the Faculty of Social Sciences and Administration, nearly double the percent of freshman choices. The only other category which had a large change was "Undecided;" 18% were undecided as freshmen, whereas only one respondent was currently undecided. Increases were shown in the Faculties of: Educational Studies (4% to 10%), Arts and Letters (14% to 19%), and Health Sciences (12% to 13%). Engineering had a decrease (16% to 10%), as did Natural Sciences (17% to 14%). The percent having a double, special, or other major was unchanged (5%).

Half the respondents (49%) said they were maintaining their current major primarily because they were deeply interested in the area, and the primary reason for a fourth was "There is nothing else I would rather major in." The primary reason for 13% was that their current major was relevant to their career plans and for 10%, that a change would delay graduation. Three percent chose the "other" option; one of these reasons was that no baccalaureate degree was available in the student's area of real interest.

The respondents who had advanced degree plans were asked to compare their undergraduate and graduate major fields. For 43%, their graduate major would be the same as their undergraduate major. Sixteen percent said the two were in different departments, but the same academic area (e.g., both in social or natural sciences). Another 16% planned to enter an academic area different from their undergraduate choice. A fourth (24%) could not make such a comparison, because they would pursue a professional degree. Two percent were undecided.

Career Plans

Respondents were asked to write in what their vocational choice was when they began college and what it was currently. These were then coded, using a list containing 86 career fields, a code for undecided, and a code for responses which were otherwise uncodable. The 86 career choices were classified into Holland's six types.[1] These categories are:

Realistic (technical, skilled, and laboring occupations)
Intellectual (scientific occupations)
Artistic (artistic, literary, and musical occupations)
Social (educational and social welfare occupations)
Enterprising (sales and managerial occupations)
Conventional (office and clerical occupations)

When they began college, more than two-thirds of the respondents (69%) had a vocational choice. Nearly a third (31%) of the sample had choices in the Intellectual category, and nearly a fifth (19%) had Social choices. Fewer than 10% had choices in the other categories: Artistic (8%), Enterprising (7%), Conventional (1%), and other (1%). No one's initial (or current) choice was in the Realistic category. Initial and current choices are listed within each Holland category in Table A.2 in the Appendix.

From a list of four options, those respondents who had a freshman choice reported their primary reason for making that choice. More than half of those who had a choice (58%) said they thought their freshman choice would fulfill their interests. About a fourth (24%) thought they had a special aptitude for it. No one chose a career because their parents wanted them to or because they knew people who were already in that field. Eighteen percent specified other reasons, e.g., to make money, for humanitarian reasons, or for no specific reason.

Their senior year career choice was different from their freshman choice for half (49%) the respondents. The largest change was in the percentage who chose Social career fields, from 19% of the freshman choices to 37% of the senior choices, an increase of 18%. The percent who were undecided dropped 11%, from 31% of the freshman choices to 20% of the senior choices. Percentage differences in the remaining categories were less than 5%. Most changes were between Holland categories, rather than within them. That is, whereas 49% of the respondents changed their specific career choice, nearly as many (45%) changed their Holland category. Significantly more women (57%) than men (31%) made a change which left them in a new Holland category, although the sexes did not differ significantly in their changes between specific career choices.

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[1]Occupations were classified according to: Holland, John L., et. al., *A Psychological Classification of Occupations*. Center for the Study of Social Organization of Schools, Report No.90. Baltimore, Maryland: The Johns Hopkins University, November 1970.

Students who changed their vocational choice reported, from a list of eight options, their primary reason for changing. As in making their original choices, interest was an important factor in their decision to change; 22% of the changers developed an interest in their current choice through a course they took, and 20% changed because their interests changed. Nearly a fourth (24%) changed because their own preferences became more prominent. Courses were more important in attracting than repelling students, with only 10% leaving their initial choice because they didn't like the courses they were taking as preparation for it. Experience, in either their initial or current choice, was the primary factor for only 4% of the changers. Other people had minimal influence on decisions to change; two percent changed because they met someone who was already in their current choice, and no one changed to their current choice because many of their friends planned to enter it. Seventeen percent gave other reasons for changing. Some of these reflected a change in other aspects of their lives, e.g., not being accepted to a professional school. Two students said they became disillusioned or less idealistic about their initial choice.

This sample of seniors appeared to be quite decisive about their vocational plans. Forty-one percent said they had decided what their vocation will be, 33% had tentatively decided, and 17% were currently considering several vocations. Eight percent said they had no vocational plans yet, and 1% did not plan to have a vocation.

Students were asked what setting they expected to work in (Table 3.1) and what they expected their primary vocational role to be (Table 3.2). Half the sample expected to work in an educational or medical setting, i.e., in an elementary or secondary school (20%), a college or university (12%), or medical services (18%). Another third expected their setting would be a large business or financial firm (12%), private professional practice (11%), or social services organization (10%). Each of the remaining settings listed on the questionnaire attracted fewer than 5% of the sample.

Practitioner, performer, therapist, or producer of services was the expected primary vocational role of 42% of the respondents. Twenty-seven percent expected to be teachers, although slightly more (32%) expected to work in elementary, secondary, or higher education. Thirteen percent saw themselves as researchers or investigators, though only 4% expected to work specifically in a research organization. Most of the students who chose the "other" option (10%) either said they did not know what they expected, or they gave more than one of the listed options.

Respondents were asked for the proportion of their courses at SUNY/B which they thought would be useful in their vocation. Three options were provided. Response was varied, i.e., 35% of the sample expected a fourth or fewer of their SUNY/B courses to be useful, 37% expected half to be, and 28% expected three-fourths or more of their courses to be vocationally useful.

Table 3.1: VOCATIONAL SETTINGS: PERCENT OF STUDY SAMPLE III EXPECTING EACH

SETTING	Percent
Elementary or secondary school	20%
Medical services	18
College or university	12
Large business/financial firm	12
Private professional practice	11
Social services organization	10
Own business or free-lance	4
Research organization	4
Government agency (any level)	4
Other	1
Small business/financial firm	-
Military	-
Don't know, Undecided	5
N	*(82)*

Table 3.2: VOCATIONAL ROLES: PERCENT OF STUDY SAMPLE III EXPECTING EACH

ROLE	Percent
Practitioner, performer, therapist, or producer of services	42%
Teacher	27
Researcher or investigator	13
Administrator or supervisor	6
Promoter or salesman of services or products	1
Producer of products	1
Other	10
N	*(83)*

CHAPTER IV

EXPECTATIONS AND PREFERENCES

Respondents were asked what activities they expected to participate in and what they would like in a job or career. They were also asked what kind of life style they expected and what kind they preferred.

Activities

Twelve activities were listed, and respondents reported the amount of participation they expected in each and how gratifying they expected each activity will be to them. The groups' and sexes' responses were compared by *t* tests.

Expected Participation. Respondents reported their expected participation on a five-point scale: principally, constantly, occasionally, rarely, or never (Table 4.1).

Respondents expected to spend the greatest share of their time in companionship with their spouses. Next most frequently, they expected to spend time in relationships with their children and in a career.

They expected to spend relatively little time in activities directed toward social action. The two activities in which they expected to participate least were religious experiences and activities and social group (e.g., fraternal) activities.

Neither the groups nor sexes differed significantly in their expected participation in the activities listed.

Expected Gratification. Respondents used a four-point scale to report their expected gratification (Table 4.2). Expected gratification paralleled expected participation. That is, respondents expected to find the most gratification in the activities in which they expected to participate most.

Continuers and Seniors differed significantly in their gratification expected from two of the activities listed. Seniors expected to find new learning more gratifying than Continuers did, and Continuers expected to derive more gratification from recreation and hobbies than Seniors did.

Table 4.1: FUTURE ACTIVITIES: EXPECTED PARTICIPATION

ACTIVITY	M	SD
Companionship with my spouse	1.53	.80
Relationship with my children	1.82	1.08
A career	1.86	.68
New learning	1.96	.63
Discussing and thinking about ideas and issues	2.06	.65
Close friendships	2.22	.73
New experiences, activities	2.36	.67
Recreation, hobbies	2.52	.65
Social life	2.73	.60
Activities directed toward social action	2.94	.78
Religious experiences/activities	3.41	1.17
Social group activities (e.g., fraternal)	3.54	.73

Note.--Response scale for this question: 1=principally; 2=constantly; 3=occasionally; 4=rarely; 5=never. Statistical differences between mean responses of the groups and sexes were analyzed by t tests.

Table 4.2: FUTURE ACTIVITIES: EXPECTED GRATIFICATION

ACTIVITY	M	SD
Companionship with my spouse	1.41	.70
Relationship with my children	1.60	.88
Close friendships	1.94	.53
*New learning[α]	1.95	.54
A career	2.02	.54
*Recreation, hobbies[β]	2.11	.47
Discussing and thinking about ideas and issues	2.21	.54
New experiences, activities	2.31	.51
Social life	2.36	.53
Activities directed toward social action	2.57	.67
Religious experiences/activities	2.90	.91
Social group activities (e.g., fraternal)	2.97	.55

Note.--Response scale for this question: 1=will be the most gratifying activity in my life; 2=will be generally gratifying; 3=might or might not be gratifying; 4=will not be gratifying at all to me. Statistical differences between mean responses of the groups and sexes were analyzed by t tests.

*Continuers and Seniors differed significantly.
[α]Seniors: M=1.76, SD=.55; Continuers: M=2.09, SD=.50.
[β]Continuers: M=2.02, SD=.39; Seniors: M=2.24, SD=.55.

Characteristics of a Job or Career

Seventeen characteristics of a job or career were listed. Students indicated how important the presence of each would be to them. They responded with a five-point scale, i.e., each characteristic was essential, preferable, neutral, unnecessary, or detrimental. The groups' and sexes' responses were analyzed by *t* tests. The mean and standard deviation of the responses to each characteristic are presented in Table 4.3.

The characteristics reported as most important suggest that these respondents desired an opportunity for personal contribution and development in their careers. Average responses revealed that it was essential or preferable that the following characteristics be present:

Necessity for me to use my special abilities or aptitudes
Opportunity to develop skill in my field
Stimulating, challenging environment
Necessity for me to be creative and original
Opportunity to be of service to others

Of less importance were some of the more typical perquisites of employment, e.g., good health and retirement benefits or social status and prestige.

Least important to these respondents were: working within an explicit set of regulations and procedures, and an opportunity to work primarily with things or ideas rather than with people.

It was significantly more important to women than to men to have the opportunity to be of service to others. Two characteristics differentiated significantly among the four sub-groups: necessity for me to use my special abilities or aptitudes, and social status and prestige.

Life Style

In defining the way they want to live their lives, three of the possible areas which individuals may want to consider are: marriage, parenthood, and employment. Respondents were asked two sets of questions concerning these areas: (a) What do you <u>expect</u> that <u>your</u> status will be in these areas during your early and middle adulthood? (b) If you could attain your ideal "life style," what status would you <u>prefer</u> to have? Students checked as many responses as might apply to them. Chi-square statistics were calculated to compare the groups' and the sexes' responses, and product-moment correlations were calculated between and within expectations and preferences.

<u>Marriage</u>. Four questions were asked (Table 4.4): Do you expect to live with a mate but not be married? Would you prefer this? Do you expect to be married? Would you prefer this?

Slightly more than half (54%) said they expected to live with a mate, while 88% said they would like to. A large majority (88%) of the sample expected to marry, but slightly fewer (82%) said they would prefer to. Correlations between what they expected and what they

Table 4.3: CHARACTERISTICS OF A JOB OR CAREER

CHARACTERISTIC	M	SD
ΔNecessity for me to use my special abilities or aptitudes[α]	1.54	.59
Opportunity to develop skill in my field	1.54	.72
Stimulating, challenging environment	1.61	.67
Necessity for me to be creative and original	1.69	.69
†Opportunity to be of service to others[β]	1.69	.82
Relative freedom from supervision	2.18	.70
Good health/retirement benefits	2.36	.87
Opportunity to lead, direct others	2.41	.89
Opportunity to earn a good deal of money	2.67	.79
Recognition as an expert in my field	2.77	.91
Opportunity to develop a social life through my job	2.82	.84
Travel (as part of job)	3.16	1.01
Working in a well-established organization, rather than in an infant one, or independently	3.24	.89
Social status and prestige[γ]	3.31	.88
Working in a competitive atmosphere	3.45	1.26
Working within an explicit set of regulations and procedures	3.80	1.08
Opportunity to work primarily with things or ideas rather than with people	3.96	1.15

Note.--Response scale for this question: 1=essential; 2=preferable; 3=neutral; 4=unnecessary; 5=detrimental. Statistical differences between mean responses of the groups and sexes were analyzed by *t* tests.

†Men and Women differed significantly.

ΔGroups and Sexes differed significantly.

αContinuing Women: M=1.30, SD=.46; Senior Men: M=1.44, SD=.60; Senior Women: M=1.59, SD=.69; Continuing Men: M=1.90, SD=.43.

βWomen: M=1.50, SD=.81; Men: M=1.90, SD=.78.

γContinuing Women: M=3.07, SD=.77; Senior Men: M=3.11, SD=.81; Senior Women: M=3.41, SD=.97; Continuing Men: M=3.71, SD=.82.

preferred were significant, but not high: r=.67 between expecting and preferring marriage, and r=.49 between expecting and preferring to live with a mate.

Parenthood. Respondents checked whether they would have their own children, would adopt, or would not have children (Table 4.4). Some students checked that they would both have their own and adopt. There was no way to determine whether they meant that they were undecided as to which they would do or whether they intended to do both. A new option was defined for these double responses, resulting in four options to the question "have children?" Most respondents (84%) expected to be parents. Nearly half (49%) said they expected to have their own children. No one said they will adopt only, but 35% checked both "yes, have my own" and "yes, will adopt."

Somewhat more respondents preferred to have their own children than expected to have them (55% vs. 49%, respectively). One percent said they would prefer to adopt, and 32% checked both of the affirmati options. Twelve percent preferred no children. The correlation between expectation of and preference for children was significant, r=.71.

Marriage and children were seen as "going together" by these respondents. Appropriate correlations were significant, though modest: r=.66 between expecting to marry and expecting to have children, and r=.33 between preferring both. The correlation between preferring marriage and expecting children was also significant (r=.36), as was that between expecting marriage and preferring children (r=.24).

Table 4.4: EXPECTATIONS AND PREFERENCES REGARDING MARRIAGE AND PARENTHOOD
(Percent who checked "yes" is given.)

	Expected		Preferred	
	%	*N*	%	*N*
Marriage[a]				
Live with a mate? (not married)	54%	*65*	88%	*56*
Be married?	88	*75*	82	*73*
Parenthood				
Have children?		*82*		*77*
Yes, will have my own	49%		55%	
Yes, will adopt	-		1	
Checked both "own" and "adopt"	35		32	
No	16		12	

Note.--*N*=number who answered the question.

Employment. Five employment schedules were listed (Table 4.5): always, before children arrive, when children are pre-school age, when children are school age, and when children are grown up. For each schedule, the options were: yes, full-time; yes, part-time; and no. Respondents checked as many situations as applied in terms of three circumstances: what they expected for themselves, what they would prefer if they could attain their ideal life style, and what they would prefer for their mate or spouse. If a student checked "always, full-time," then any other work schedules which were checked within that circumstance were not recorded. In Table 4.5, women's and men's responses are reported separately, even where statistical analysis was not feasible.

Not surprisingly, men and women differed significantly from each other in terms of their expected work schedules. Most men (82%) expected to always work full-time. In contrast, only 32% of the women expected such constant employment. More than a fourth of the women (27%), however, expected to always work part-time, compared with only 11% of the men with such plans. The expectation of always working, either full-time or part-time, included 92% of the men and 59% of the women.

Women's expectations tended to reflect their parental status. For example, 97% of the women expected to work full-time before they had children, but none said they would work full-time when their children were pre-school age. About half would work part-time when their children are pre-school age (48%) or school age (57%). All the women expected to work when their children are grown (76% full-time, 24% part-time).

Significant sex differences were not evident in the sample's preferred working situation. Three-fourths of the respondents said they would prefer to always work: 43% full-time and 32% part-time.

Women's ideal working situation was similar to their expectations. Men's expectations and preferences appeared somewhat different from each other, due mainly to the fact that fewer men preferred to always work than expected to. Correlations between expectation and preference were all positive and significant, ranging from .62 to .79.

The preferred working situation for their mate or spouse was significantly different for women than for men. More than three-fourths of the women (77%) would prefer that their partner always work (58% full-time, 19% part-time). In contrast, only 45% of the men would have their partners always work (17% full-time, 28% part-time).

In general, the men expected and would prefer to do what the women preferred their partners to do, while the women expected and preferred to do what the men preferred for their partners.

Table 4.5: EXPECTATIONS AND PREFERENCES REGARDING EMPLOYMENT

(Percent who checked each option is given.)

		Expected for SELF				Ideal for SELF				Ideal for MATE			
		FT	PT	No	*N*	FT	PT	No	*N*	FT	PT	No	*N*
†1Always	Mn:	82%	11%	8%	*38*	43%	32%	25%	*38*	17%	28%	55%	*29*
	Wn:	32	27	41	*34*				*34*	58	19	23	*31*
Before children arrive	Mn:	40	40	20	*5*	25	50	25	*12*	48	30	22	*23*
	Wn:	97	3	-	*30*	93	7	-	27	100	--	--	*14*
When children are pre-school age	Mn:	60	20	20	*5*	23	54	23	*13*	4	22	74	*23*
	Wn:	-	48	52	*25*	-	41	59	*22*	57	14	29	*14*
†2When children are school age	Mn:	60	20	20	*5*	23	54	23	*13*	4	44	52	*23*
	Wn:	37	57	7	*30*	36	57	7	*28*	71	29	-	*14*
When children are grown up	Mn:	20	20	60	*5*	8	46	46	*13*	17	44	39	*23*
	Wn:	76	24	-	*29*	59	41	-	*27*	43	50	7	*14*

Note.--FT=yes, full time; PT=yes, part-time; *N*=number who answered each question. The numbers of responderts in the sample are: 39 men, 44 women.

†1Men and Women differed significantly on Expected for SELF and Ideal for MATE. Chi-square was calculated for all three circumstances.

†2Men and Women differed significantly on Ideal for MATE, the only circumstance analyzed.

CHAPTER V

SUMMARY

A sample of 83 seniors completed the Senior Survey Questionnaire III in spring 1971. The sample contained similar proportions of men (47%) and women (53%). Respondents who entered SUNY/B as freshmen in 1967 were called Continuers and comprised 58% of the sample. The remaining 42% were called Seniors; they either transferred to SUNY/B or matriculated prior to 1967. Questionnaire III was designed to learn seniors' educational, curricular, and career plans and their expectations and preferences concerning their future.

Results

Change was evident in the sample's educational, curricular, and career plans.

Forty percent of the respondents raised their educational aspirations between their freshman and senior years. A slightly higher percentage (45%) did not change, however. Nearly half the sample currently expected that their highest degree would be a masters, and nearly a fifth each expected a baccalaureate or a doctorate.

About half the sample changed their choice of major field sometime during their college years. The largest proportion of senior year choices (about a fourth of the sample) was in the Faculty of Social Sciences and Administration.

About half also changed their vocational choice since they began college. At least half the choices (both initially and currently) were either Intellectual (i.e., scientific occupations) or Social (i.e., educational and social welfare occupations.) Half the sample expected to work in a medical or educational setting, and close to half expected their primary vocational role to be a practitioner, performer, therapist, or producer of services.

The student's interests were often the primary reason given for either making an initial choice or for changing that choice.

The activities in which respondents expected to spend the greatest share of their time were: companionship with their spouse, relationships with their children, and a career. These were also the activities from which they expected to derive their most gratification.

The characteristics of a job or career which these students reported as being most important to them suggest that they desire to have an opportunity for personal contribution and development in their careers.

Most respondents expected to be married, to have children, and to work. Moreover, most of them would prefer to have the same status if they could attain their ideal life style.

When feasible, statistical analyses were undertaken to determine whether or not men's and women's plans and expectations differed from each other. Continuers' and Seniors' responses were likewise compared. Very few statistical differences were found, either between the sexes or between the groups. Those differences which did occur did not suggest any pattern of differences.

Discussion

One purpose of the Senior Survey project is to answer the following questions: Do seniors think that attending college was a worthwhile experience? What did they get out of it? The fact that two-thirds of Study Sample III were ready for "more of the same" by making plans to pursue an advanced degree suggests an affirmative answer to the first question. (Answers to the second question were the concern of Part I of the 1971 Senior Survey.)

The impact that SUNY/B had on these respondents' decisions is equivocal. Responses concerning their choices and changes point to the importance of students' interests in their decision-making. Courses were noticeably less important than were their own interests, although courses did contribute to some of the choices they made. For example, a fifth of those who changed their career choice did so because they developed an interest in their new choice in a course they took, and a tenth, because they disliked the courses they were taking as preparation for their first choice.

The 1971 Senior Survey Study involved three questionnaires, each covering a different aspect of the college experience. This procedure did achieve the goal of reducing the length of each questionnaire, but it precluded the possibility of making valuable and interesting comparisons between seniors' college experiences and post-college plans. Future Senior Survey studies will involve only one questionnaire, which will cover all three areas of: college experiences and activities, SUNY/B experiences, and plans and expectations.

APPENDIX

Table A.1: INITIAL AND FINAL MAJOR FIELD: NUMBER OF STUDENTS IN EACH DEPARTMENT AND FACULTY

	Initial					Final				
MAJOR FIELD	C	S	M	W	T	C	S	M	W	T
Arts and Letters										
American Studies	-	-	-	-	-	-	-	-	-	-
Art, Art History	-	3	2	1	3	1	3	2	2	4
Classics	-	-	-	-	-	-	-	-	-	-
English	3	4	2	5	7	3	6	1	8	9
Modern Languages	-	-	-	-	-	-	-	-	-	-
Music	-	1	1	-	1	1	1	2	-	2
Theatre	1	-	-	1	1	-	-	-	-	-
TOTAL	*4*	*8*	*5*	*7*	*12*	*5*	*10*	*5*	*10*	*15*
Educational Studies	-	*3*	-	*3*	*3*	*5*	*3*	-	*8*	*8*
Engineering and Applied Sciences	*8*	*5*	*12*	*1*	*13*	*7*	*1*	*7*	*1*	*8*
Health Sciences										
Medical Technology	1	1	-	2	2	-	-	-	-	-
Nursing	4	-	-	4	4	4	-	-	4	4
Occupational Therapy	-	-	-	-	-	1	-	-	1	1
Pharmacy	2	-	1	1	2	2	2	2	2	4
Physical Therapy	2	-	-	2	2	1	-	-	1	1
TOTAL	*9*	*1*	*1*	*9*	*10*	*8*	*2*	*2*	*8*	*10*
Natural Sciences and Mathematics										
Biology	3	2	2	3	5	3	-	1	2	3
Chemistry	2	-	1	1	2	2	-	1	1	2
Geological Sciences	-	-	-	-	-	1	-	1	-	1
Mathematics	4	-	1	3	4	-	3	3	-	3
Physics & Astronomy	2	1	3	-	3	1	1	2	-	2
Statistics	-	-	-	-	-	-	-	-	-	-
TOTAL	*11*	*3*	*7*	*7*	*14*	*7*	*4*	*8*	*3*	*11*

Table A.1: INITIAL AND FINAL MAJOR FIELD: NUMBER OF STUDENTS IN EACH DEPARTMENT AND FACULTY (Cont'd.)

MAJOR FIELD	Initial					Final				
	C	S	M	W	T	C	S	M	W	T
Social Sciences and Administration										
Anthropology	-	-	-	-	-	1	-	-	1	1
Business Administration	3	2	5	-	5	2	2	4	-	4
Economics	1	-	-	1	1	1	-	1	-	1
Geography	-	-	-	-	-	1	-	1	-	1
History	1	-	1	-	1	-	-	-	-	-
Linguistics	-	-	-	-	-	-	-	-	-	-
Philosophy	-	-	-	-	-	1	1	1	1	2
Political Science	1	1	1	1	2	-	2	2	-	2
Psychology	-	1	-	1	1	1	3	2	2	4
Social Welfare	-	-	-	-	-	-	2	-	2	2
Sociology	1	1	-	2	2	1	2	-	3	3
Speech Communication, Speech Pathology	-	-	-	-	-	-	-	-	-	-
TOTAL	*7*	*5*	*7*	*5*	*12*	*8*	*12*	*11*	*9*	*20*
Other										
Double Major	1	1	1	1	2	4	-	1	3	4
Special Major	-	-	-	-	-	-	-	-	-	-
Other	-	2	-	2	2	-	-	-	-	-
TOTAL	*1*	*3*	*1*	*3*	*4*	*4*	-	*1*	*3*	*4*
Undecided	8	7	6	9	15	1	-	-	1	1
TOTAL	*48*	*35*	*39*	*44*	*83*	*45*	*32*	*34*	*43*	*77*

Note.--These frequencies do not match those in Table 1.2. Presumably, students' reports of their major are not necessarily the same on the Senior Survey as they are on their registration materials. Moreover, some respondents did not give their current major, and some of those who did gave responses of "other" or "undecided," categories which are not included in registration records.

Table A.2: CAREERS IN EACH HOLLAND CATEGORY AND THE NUMBER WHO CHOSE EACH, INITIALLY AND CURRENTLY

CATEGORY AND CAREER	Initial					Current				
	C	S	M	W	T	C	S	M	W	T
Realistic	-	-	-	-	-	-	-	-	-	-
Intellectual										
Chemist	1	-	1	-	1	-	-	-	-	-
College Teacher-Unspecified	2	-	1	1	2	3	2	2	3	5
Computer Designer, Programmer; Systems Analyst	1	-	-	1	1	-	-	-	-	-
Engineer	5	3	8	-	8	4	1	5	-	5
Mathematician	-	-	-	-	-	-	1	1	-	1
Medical Technician	1	1	-	2	2	-	-	-	-	-
Pharmacist, Pharmacologist, Drug Specialist	2	-	1	1	2	2	1	2	1	3
Physical Scientist (physics, Astronomy)	1	1	2	-	2	1	1	2	-	2
Physician	5	3	3	5	8	4	1	2	3	5
Researcher-Unspecified	-	-	-	-	-	1	-	-	1	1
TOTAL	*18*	*8*	*16*	*10*	*26*	*15*	*7*	*14*	*8*	*22*
Artistic										
Advertising; Public Relations	2	-	-	2	2	-	-	-	-	-
Architect	-	1	1	-	1	-	1	1	-	1
Artist-Commercial, Creative	-	2	2	-	2	-	1	1	-	1
College Teacher-English, theater, art, music, philosophy	1	1	-	2	2	-	2	1	1	2
TOTAL	*3*	*4*	*3*	*4*	*7*	*-*	*4*	*3*	*1*	*4*
Social										
Counselor; Therapist	-	-	-	-	-	1	4	1	4	5
Librarian	-	-	-	-	-	1	1	-	2	2
Nurse	4	1	-	5	5	4	-	-	4	4
Physical Therapist	1	-	-	1	1	1	-	-	1	1
Psychologist-Unspecified	-	-	-	-	-	-	1	-	1	1
Social Worker	-	2	-	2	2	-	3	-	3	3
Speech Therapist, Pathologist	-	-	-	-	-	-	1	-	1	1
Teacher-Elementary, Secondary; Unspecified	3	5	3	5	-	8	5	4	9	13
TOTAL	*8*	*8*	*3*	*13*	*16*	*15*	*15*	*5*	*25*	*30*

Table A.2: CAREERS IN EACH HOLLAND CATEGORY AND THE NUMBER WHO CHOSE EACH, INITIALLY AND CURRENTLY (Cont'd.)

CATEGORY AND CAREER	Initial					Current				
	C	S	I	W	T	C	S	I	W	T
Enterprising										
Administration-Business	1	1	2	-	2	1	-	1	-	1
Administration-Government	-	1	1	-	1	-	1	1	-	1
Economist	1	-	-	1	1	-	-	-	-	-
Lawyer	1	-	1	-	1	2	-	1	1	2
Occupational Therapist	1	-	-	1	1	1	-	-	1	1
TOTAL	*4*	*2*	*4*	*2*	*6*	*4*	*1*	*3*	*2*	*5*
Conventional										
Accountant	1	-	1	-	1	1	-	1	-	1
TOTAL	*1*	-	*1*	-	*1*	*1*	-	*1*	-	*1*
Unclassified	-	1	-	1	1	3	1	1	3	4
Undecided	14	12	12	14	26	9	7	12	4	16
TOTAL	*48*	*35*	*39*	*44*	*83*	*47*	*35*	*39*	*43*	*82*